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ABSTRACT

The 30 conference papers contained in this yearbook are as follows: "Assessment, Accountability, and Professional Prerogative" (P. D. Pearson and S. Valencia); "Cloze Procedure and the Sequence of Text" (A. G. Gamarra and J. Jonz); "Factors Affecting Summary Writing and Their Impact on Reading Comprehension Assessment" (M. H. Head and R. R. Buss); "Emergent Literacy: Reading and Writing Development in Early Childhood" (W. H. Teale); "The Effect of One-to-One Story Readings on Children's Questions and Responses" (L. M. Morrow); "Understandings of the Forms and Functions of Written Language: Insights from Children and Parents" (L. A. Kastler and others); "Kindergarten Spelling: Explaining Its Relationship to First-Grade Reading" (L. Ferrolì and T. Shanahan); "Literacy Learning as an Intertextual Process" (D. W. Rowe); "Should Reading Comprehension Skills Be Taught?" (R. P. Carver); "Variables Influencing Importance Assignment" (P. Afflerbach); "Effects of Practice in Retelling upon the Reading Comprehension of Proficient and Less Proficient Readers" (B.A. Kapinus and others); "In-Process Measures of Ambiguous Text Interpretation: Another Look at the Influence of Prior Knowledge" (W. A. Henk and J.P. Helfeldt); "Learning to Teach Comprehension: A Collaborative Approach" (J. A. Niles and R. V. Lalik); "Main Idea Treatment in Secondary Reading Skill Development Materials" (D. W. Moore and B. Smith); "Learning from Discussion: Requirements and Constraints on Classroom Instruction in Reading Comprehension Strategies" (J. H. Mosenthal); "Explicitness in Sixth-Grade Social Studies Textbooks" (M. J. Dreher and others); "An Analysis of Ambiguous Oral Discourse during Reading Instruction" (J. J. Sweetland and others); "Children's Oral Language during Teacher-Directed Reading Instruction" (L. B. Gambrell); "Students' and Teachers' Perceptions of an Innovative Reading Strategy" (N. D. Padak and G. M. Padak); "The Status of Literacy in Our Society" (L. Mikulecky); "Coping Strategies of Four Successful Learning Disabled College Students: A Case Study Approach" (W. G. Brozo and C. L. Curtis); "Writing in Constrained Genres: Pushing the Limits of Writing Models" (G. M. Schumacher and others); "The Relationship between Teachers' Beliefs and Instruction and Students'

Conceptions about the Writing Process" (K. L. Fear and others); "An Instructional Investigation of Students' Ideas Generated during Content Area Writing" (M. A. Martin and B. C. Konopak); "Relating Reading and Writing via Comprehension, Quality and Structure" (A. Schewe and V. Froese); "Two Young Writers: The Relationship between Text Revisions and Teacher/Student Conferences" (C. Vukelich and L. D. Levenson); "Through Teachers' Eyes: Reflections on Ethnography and Writing" (S. Perl); "Cohesive Harmony Analysis: Issues of Text Pragmatics and Macrostructure" (L.B. Friedman and E. Sulzby); and "Yearbook of the National Reading Conference Membership Survey and Results," (J. Fitzgerald and D.L. Spiegel). (MS)

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